«Էդիթ Պրինտ» հրատարակչություն

Ավարտական հետազոտական աշխատանք

Թեմա՝ *Learn English Through Mobiles*

Առարկա՝ *Անգլերեն*

Ուսուցիչ՝ *Նաիրա Հակոբյան*

Դպրոց՝ Մոնթե Մելքոնյանի անվան հ.11 հիմնական դպրոց

Դեկավար՝ Անուշ Խաչիկյան

ԵՐԵՎԱՆ – 2023

ԲՈՎԱՆԴԱԿՈՒԹՅՈՒՆ

1

Introduction

Modern gadgets play a significant role in education. Mobiles are an part of it.

The aim of this study is to recognize the importance of using mobiles both in teaching and learning English. In the 21-st century learning through mobiles is seen as a massive and unprecedented evolution to the availability of teaching and learning for students through the most commonly used means of communication among learners the mobile phones; due to the possibility of the acquisition of the majority of learners in all grades from elementary school up to University. Mobile devices exceed the range of PDAs and smart phones ,laptops and wireless devices By extrapolating the reality of teaching and learning of the English language in secondary schools, we find a remarkable weakness in students' achievements in the English language ,in terms of the ability to use the English language skills, and knowledge of the rules necessary ,and grasping the meanings of words, maybe one of the reasons for this remarkable weakness. In this   project we are going to reveal the advantages and disadvantages of using mobiles in learning and teaching English. When it comes to language learning, it is termed as Mobile Assisted Language Learning (MALL) approach as a way to be considered in the environment language learning. In line with this, various studies have been conducted in the contributions and related factors of MALL. Thus, this review carefully analyses the nature, the principles, the merits and demerits, and the challenges and opportunities with their pedagogical implications in the second or foreign language learning context.

1 The Nature of Mobile Language Learning

Mobile language learning is a field that is quickly maturing, and to this end, a growing body of research has appeared that highlights the various ways in which mobile devices may be used in the teaching and learning of languages. Research has for the most part shed a very positive light on the potential of the role that mobile devices may play. At the same time, however, there has also been indication of several areas that certainly deserve consideration in their implementation. The main features of mobile learning are accessibility, immediacy, interactivity and situating of instructional activities . Accessiblity refers to the the extent to which every learner owes the mobile. These days almost most of the learners are having the technology regardless of the place they are living. In addition, as the technology is available in most places, except remote areas, learners can be connected and extentend their opportunity to learn immediately. It is also possible to the learners to communicate each other around or with their colleagues and professionals in distant areas through the mobile which has different applications. Classroom instructions are expected to be contexual. Thus, mobile learning creates prospects to contextual leaning which the connection provides. One part of this project concerns the role of mobiles in distance education and in inclusive education. There will be some illustrations related to the topic.

2. Advantages and Disadvantages of Mobile based Language Learning.

It is often clear that technological innovations have great roles in promoting learning in various contexts. Learning through some technological devices enables the learners to learn in a non-classroom environment when they are at home in front of their personal computers online or offline. However, learning through the mobile phone or mobile learning provides the learners with the opportunity to learn when they are in the bus, outside or at work doing their part-time jobs. In fact, they can learn every time and everywhere they are. The advantages of mobile based language learning are derived from the two main characteristics of mobile devices: portability and connectivity. As for connectivity, designing the mobile system must have capability of being connected and communicated with the learning website using the wireless network of the device to access learning material ubiquitously including short message service (SMS) and mobile e-mail. Portability enables learners to move mobile devices and bring learning materials. It can be taken to different places due to small size and weight. The other opportunity of portability is social interactivity: exchanging data and collaboration with other learners is possible through mobile devices. In addition, context sensitivity which refers to the data on the mobile devices can be gathered and responded uniquely to the current location and time is considered as a merit. Connectivity refers to the potential of mobile devices to be connected to other devices, data collection devices, or a common network by creating a shared network. This is a potential advantage to get various inputs from different devices. On the other hand, there are some disadvantages or limitations related to mobile learning which are common in mobile related language learning. Many of the mobile phones are not designed for educational purposes. That is, it is difficult for the learners to use them for the task given by the teachers to be carried out. This is partly due to the initial design of such devices, and partly due to non-existence of such developed mobile phones. However, those devices which are appropriate for specific learning tasks are too expensive for most of the learners to buy. Thus, teachers should be aware of what kinds of tools learners have, and then set to choose or adapt resources compatible to such tools. Other disadvantages include small screen size, limited presentation of graphics and dependence on networks that may not always provide very high transmission capacity and may be subject to disturbances of many kinds.

3. Key Considerations Mobile Assisted Language Learning.

In an effort to characterize mobile assisted language learning coherently, we look at it from the perspective of a framework dividing the relevant issues across three domains: physical, pedagogical, and psycho-social. Although there are points that are clearly relevant to each issue, these categories do not exist separately from one another; rather, they are necessarily interrelated and overlapping. By the very nature of mobile language learning, the devices that are used are portable and relatively small. While it is precisely these characteristics, along with the wide range of functionalities that modern mobile devices now possess, that contribute to these devices being carried by learners, they also have the potential to limit the ways in which the devices are used. it is not surprising that the most widely cited physical issues are relate to the screen size and the methods of inputting . Additionally, other issues such as storage capacity, processor speed, battery life, and compatibility of devices (in terms of both operating systems and transfer of large amounts of data) have also been raised as points needing consideration in implementing mobile devices in learning contexts. As a pedagogical issue, one of the greatest challenges with mobile learning is to ensure that tasks are suited to the affordances of the devices used. In much of the early research into CALL, there was a tendency to see activities that were originally designed for pen and paper to be transferred essentially as they are. Thus, in many cases, early developers and practitioners did not take advantage of the potential interactivity afforded by computers. What we are tending to see with mobile devices is that many activities simply fall into the same trap of what came beforehand. Computer-based activities are essentially replicated without adequate consideration of the specific affordances of mobility. Finally, the psycho-social issues arise from the features of the mobile based learning. Mobile devices have certain features that distinguish them from many of the technologies that preceded them. Perhaps the largest distinction is the fact that unlike desktop — or even early laptop — computers, the primary function of mobile devices has been for personal and/or social purposes, as opposed to work or study purposes. When looking at the various applications installed on these devices, certainly almost without fail, there will be applications for communication with others, either individually or in a group, such as LINE, Twitter, or Facebook. There is also a large range of games available for most mobile platforms these days, and the number of downloads of such games is steadily increasing (Schroeder, 2011). The existence of such a range of personal and social applications implies that learners may not perceive their mobile

devices as appropriate vehicles for learning. Indeed, results regarding learner perceptions of social networking tools for language learning have been somewhat mixed. While Mok , for example, has suggested that learners embrace social networking service sites to interact in the target language, other researchers have indicated that learners express reservations. Simply owning the device — or even the software or app — may not necessarily be an indication that they will automatically choose to use it for learning purposes, particularly when there is a link between that use and their online identity.

4. Learning English in Distance Education Via Mobiles

Learning English through mobiles is also considered as a form of distance learning. In the era of Pandemic times of COVID19,the role of mobiles in teaching and learning English had to be forced. Many schools had to be closed and Distance education came to solve the problem.

Distance education is a way of learning remotely without being in regular face-to-face contact with a teacher in the classroom. Such education has its roots in students learning through correspondence courses. Modern Distance Education usually means students engaging with learning materials at home using IT technologies.

. **Gaining or enhancing knowledge independent of geographical position-**DE can increase access to education for the students who aren't located near a school or who cannot afford to travel to school every day. It can be used in Armenia for the schools which are far from the centres (mountainous villages or border village schools)

.Life -long learning-Education should be available at any age. In modern world any person can have career change and that is why life –long learning is very demanded nowadays

.Time flexibility- It offers students more flexibility in terms of how and when they take lessons.They are free to make up their timetable

.Decreased cost-It is less expensive for the school compared to home teaching system.

.Diversity of content-The content of the teaching material can be chosen according to the students'abilities and interests as well.

.Inclusive Education- permanentlyIt allows students with some disabilities to get education without attending to school**.**

Note;Distance Education is NOT for everyone: it is not for undisciplined learners nor inflexible teachers

Technology has changed the way people learn and access education, particularly languages.

The growth of technology for educational use has transformed the way in which people learn and access education. This is particularly true for languages, an area in which the explosion of mobile apps and interactive software has provided choice to a range of people who were previously unable to access foreign language education.

One of the big changes caused by tech is the demographic shift in language learners. Languages have long been associated with the elite, but now people from less privileged backgrounds are finding affordable ways to learn. English remains the resoundingly most-in-demand language – the British Council has estimated that by 2024, 2,5 billion people will be learning English across the world.

Mobiles also give an opportunities to get access to native speaker   teachers and teachers that were previously unable to teach students outside of their cities.

Distant education via technology also makes education more personalized. Users will be able to pinpoint their specific needs, be that tailoring a classroom lesson to the interests of a particular age group, or learning the basics for a holiday abroad.

More and more students are trying non-traditional methods to educate themselves, and this has made it a great time to be an education technology startup."

While advances in technoogy may have created opportunities for more people to access education, the question remains as to whether it is actually possible to learn a language only using online tools.

Conclusion

There are a number of generalizations found in mobile learning literature and research outputs that are important regardless of the content area focus. Herrington, Herrington, and Mantei (2009) present general design principles for mobile learning, and several seem especially relevant to language learning. These include providing time for exploration of mobile technologies, blending mobile and non-mobile technologies, using mobile learning both individually and collaboratively, and employing the learners' own mobile devices. Mobile based language learning has it own adavantages and limitations. There is a tendency in implementing mobile solutions, both broadly and locally, to sometimes uncritically focus on technology merits. Among the merits for technology in language learning that are particularly relevant to mobile environments are access, authenticity, and situated learning. However, these affordances are accompanied by challenges and limitations. For example, while mobile learning allows anytime/anywhere access, the learning experience on mobile devices may be degraded by a number of factors such as limited screen size...and the often distracting environments in which they are used. Thus, mobile activities, tasks, and appications should distinguish both the merits and limitations of the mobile device, and the merits and limitations of the environment in which the device will be used in light of the learning target. Crucially, if the fundamental goal is language learning, then these affordances and limitations should be directly connected in a principled way to second language learning research and theory (Chapelle, 2001; Doughty & Long, 2003). Most, learners will need guidance and training to effectively use mobile devices for language learning. Hubbard (2013) makes a case for learner training in other domains of CALL, and there is no reason to believe that mobile language learning will be exempt from these challenges. Most of the preceding principles incorporate elements that are controlled by learners — teachers and developers may acknowledge them, but ultimately the implementation is in the hands of the mobile user. Learners unaware of the negative impact of multitasking or the environment in which they are using mobile devices, for example, need to be informed and trained in making their use as efficient as possible. The other important pedagocial issue which must be considered is cknowledging and planning to accommodate language learner differences. As with other types of technology implementations, mobile learning should take into account a range of learning styles (Chun, 2001; Heift, 2002) as well as differences in comfort levels for learning in a public vs. a

private space. For mobile devices, access issues such as visual acuity and manual dexterity for smaller keypads and touchscreens are also prominent concerns. Therefore, if language teachers are planning to use mobile learning to foster students' language skills, it is better to see the advantages and limitations of the method. In addition, they should introduce themselves with the features and characteristics of mobile based learning. They should also verify that the language content which they are planning teach fits with the approach (mobile based learning) or not. Even, its also important to check the nature of the students' mobile and its compatibility with the required applications.

Development and change are the key elements for the twenty first century that meets many challenges and enormous pressure on our daily life, work and society. Political, economical, social, and technological environments are changing significantly and rapidly. Information and communication technologies (ICT) transform all aspects of education and distance education (DE), which is a rapidly growing segment. The advent of the Internet as a means of information access and distribution and the explosive growth of the World Wide Web (Web) have transformed distance teaching from a broadcast mode to an interactive one. Interactive learning increases productivity of educational changes institutional strategies and reforms. There is a need for the new vision and the new roles of schools within the changing DE environment. As a result, many library schools are seeking workable DE systems for themselves. To succeed in distance teaching both the teacher and the student as well as related people must get involved in the development of courses and curriculum.

When integrating student experiences with technology, the role of the teacher changes. The teacher no longer has to be in charge, but can give some of the control over to the students and the technology. The task for the teacher is to arrange the learning environment in such a way as to provide situations in which students use their own knowledge to construct meaning of a particular problem. A learning environment is created in which students are active participants in the learning process .

Moore stated that the basic principle in setting up a constructivist learning environment is to establish the minimum structure that allows the maximum degree of dialogue between the students. What this right balance of structure and dialogue is depends on the educational sophistication of the students and the subject to be learned. He further states that to achieve constructivist learning, we want to create learning communities. The learning community is one in which students build knowledge together; they also support

each other emotionally and in practical ways . The learning community is the vehicle through which learning occurs online. Members depend on each other to achieve the learning outcomes for the course. Without the support and participation of a learning community, there is no online course .

Literature

1. Albers, M., & Kim, L. (2001). Information design for the small-screen interface: an overview of web design issues for personal digital assistants.

2. Technical Communications, 49 (1), 45-60. Chapelle, C. (2001).

3. Computer applications in second language acquisition: Foundations for teaching, testing and research. Cambridge, United Kingdom: Cambridge University Press. Chen, N.-S., Hsieh, S.-W., Kinshuk (2008).

4. Effects on short-term memory and content representation type on mobile language learning. Language Learning and Technology, 12(3), 93-113. Chun, D. (2001).

5. L2 reading on the web: Strategies for accessing information in hypermedia. Computer Assisted Language Learning, 14(5), 367-403. Dias, J. (2002a).

6. Cell phones in the classroom: Boon or bane? C@lling Japan, 10(2), 16-21. Journal of Second Language Teaching and Research Volume One Issue One Doughty, C. J., & Long, M. H. (2003).

7. Optimal psycholinguistic environments for distance foreign language learning. Language Learning & Technology, 7(3), 50-80. Godwin-Jones, R. (2011).

8. Emerging Technologies. Mobile Apps for Language Learning. Language Learning and Technology, 15(2), 2-11. Heift, T (2002).

9. Learner control and error correction in ICALL: Browsers, peekers, and adamants. CALICO Journal, 19(2), 295-313. Herrington, A. Herrington, J. & Mantei, J. (2009).

10. Design principles for mobile learning. In J. Herrington, A. Herrington, J. Mantei, I. Olney & B. Ferry (Eds.), New technologies, new pedagogies: Mobile learning in higher education (pp. 129-138). Wollongong: University of Wollongong. Retrieved from http://ro.uow.edu.au. Hubbard, P. (2013).

11. Making a case for learner training in technology enhanced language learning environments. CALICO Journal, 30(2), 163-178. Hsu, L. (2012). English as a foreign language learners' perception of mobile assisted language learning: a cross